

## Johnston Elementary

514 Lee Street  
Johnston, SC 29832

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	387 Students	
<b>Principal</b>	Bridget Clark	803-275-1755
<b>Superintendent</b>	Dr. Sharon Keesley	803-275-4601
<b>Board Chair</b>	Sallie B. Cooks	803-663-6539

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
0	8	69	33	3

## IMPROVEMENT RATING

## AVERAGE

## ADEQUATE YEARLY PROGRESS

## YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Unsatisfactory	Yes
<b>2005</b>	Average	Below Average	Yes
<b>2006</b>	Average	Average	Yes

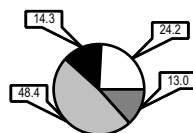
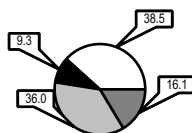
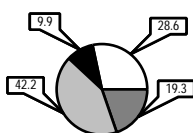
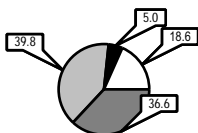
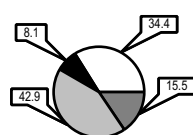
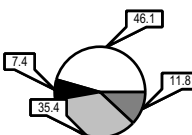
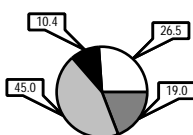
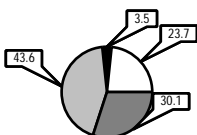
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

99.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	172	94.2	15.7	40.5	38.6	5.2	54.2	Yes	Yes
<b>Gender</b>									
Male	91	93.4	21.0	38.3	38.3	2.5	49.4	N/A	N/A
Female	81	95.1	9.7	43.1	38.9	8.3	59.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	55	98.2	9.3	27.8	51.9	11.1	75.9	Yes	Yes
African American	107	91.6	20.9	50.5	26.4	2.2	37.4	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	140	99.3	12.0	39.1	43.6	5.3	60.9	N/A	N/A
Disabled	32	71.9	40.0	50.0	5.0	5.0	10.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	5	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	167	94.0	16.2	41.9	36.5	5.4	52.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	172	94.2	15.7	40.5	38.6	5.2	54.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	119	92.4	20.8	47.2	28.3	3.8	42.5	Yes	Yes
Full-pay meals	48	97.9	4.3	25.5	61.7	8.5	80.9	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	172	97.7	29.1	41.1	19.6	10.1	41.1	Yes	Yes
<b>Gender</b>									
Male	91	96.7	27.4	40.5	20.2	11.9	42.9	N/A	N/A
Female	81	98.8	31.1	41.9	18.9	8.1	39.2	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	55	98.2	11.3	35.8	30.2	22.6	66.0	Yes	Yes
African American	107	97.2	41.2	43.3	12.4	3.1	24.7	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	140	100.0	21.8	44.4	21.8	12.0	46.6	N/A	N/A
Disabled	32	87.5	68.0	24.0	8.0	0.0	12.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	5	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	167	97.6	30.1	40.5	19.6	9.8	39.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	172	97.7	29.1	41.1	19.6	10.1	41.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	119	96.6	36.0	45.9	13.5	4.5	27.0	Yes	Yes
Full-pay meals	48	100.0	12.8	29.8	34.0	23.4	74.5	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	172	100.0	38.5	36.0	16.1	9.3	25.5
<b>Gender</b>							
Male	91	100.0	38.4	30.2	19.8	11.6	31.4
Female	81	100.0	38.7	42.7	12.0	6.7	18.7
<b>Racial/Ethnic Group</b>							
White	55	100.0	9.3	40.7	25.9	24.1	50.0
African American	107	100.0	55.6	33.3	10.1	1.0	11.1
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	140	100.0	30.1	39.8	18.8	11.3	30.1
Disabled	32	100.0	78.6	17.9	3.6	0.0	3.6
<b>Migrant Status</b>							
Migrant	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	167	100.0	38.5	36.5	16.0	9.0	25.0
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	172	100.0	38.5	36.0	16.1	9.3	25.5
<b>Socio-Economic Status</b>							
Subsidized meals	119	100.0	50.0	37.7	8.8	3.5	12.3
Full-pay meals	48	100.0	10.6	31.9	34.0	23.4	57.4

<b>Social Studies</b>							
All Students	172	100.0	24.2	48.4	13.0	14.3	27.3
<b>Gender</b>							
Male	91	100.0	23.3	47.7	16.3	12.8	29.1
Female	81	100.0	25.3	49.3	9.3	16.0	25.3
<b>Racial/Ethnic Group</b>							
White	55	100.0	7.4	42.6	22.2	27.8	50.0
African American	107	100.0	35.4	50.5	7.1	7.1	14.1
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	140	100.0	17.3	51.1	14.3	17.3	31.6
Disabled	32	100.0	57.1	35.7	7.1	0.0	7.1
<b>Migrant Status</b>							
Migrant	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	167	100.0	25.0	48.1	12.2	14.7	26.9
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	172	100.0	24.2	48.4	13.0	14.3	27.3
<b>Socio-Economic Status</b>							
Subsidized meals	119	100.0	30.7	54.4	7.9	7.0	14.9
Full-pay meals	48	100.0	8.5	34.0	25.5	31.9	57.4

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	48	100.0	15.9	36.4	36.4	11.4	47.7
	4	59	100.0	13.8	44.8	39.7	1.7	41.4
	5	65	100.0	55.6	33.3	9.5	1.6	11.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	70	94.3	12.5	40.6	42.2	4.7	46.9
	4	41	92.7	14.7	41.2	32.4	11.8	44.1
	5	61	95.1	20.0	40.0	38.2	1.8	40.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	48	100.0	29.5	52.3	18.2	0.0	18.2
	4	59	100.0	22.4	31.0	32.8	13.8	46.6
	5	65	100.0	55.6	36.5	4.8	3.2	7.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	70	97.1	30.3	40.9	18.2	10.6	28.8
	4	41	97.6	20.0	42.9	31.4	5.7	37.1
	5	61	98.4	33.3	40.4	14.0	12.3	26.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	48	100.0	45.5	43.2	9.1	2.3	11.4
	4	59	100.0	36.2	31.0	27.6	5.2	32.8
	5	65	100.0	63.5	19.0	9.5	7.9	17.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	70	100.0	48.5	30.9	14.7	5.9	20.6
	4	41	100.0	30.6	36.1	25.0	8.3	33.3
	5	61	100.0	31.6	42.1	12.3	14.0	26.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	48	100.0	31.8	50.0	15.9	2.3	18.2
	4	59	100.0	15.5	62.1	17.2	5.2	22.4
	5	65	100.0	46.0	42.9	7.9	3.2	11.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	70	100.0	26.5	39.7	23.5	10.3	33.8
	4	41	100.0	19.4	58.3	2.8	19.4	22.2
	5	61	100.0	24.6	52.6	7.0	15.8	22.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 387)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	5.0%	Up from 3.9%	3.6%	2.8%
Attendance rate	97.5%	Up from 96.9%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.2%	Down from 5.8%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	2.3%	Down from 3.5%	0.0%	0.0%
Eligible for gifted and talented	8.6%	Up from 7.9%	8.3%	10.4%
On academic plans	46.1%	N/AV	40.7%	33.6%
On academic probation	33.9%	N/AV	0.5%	1.0%
With disabilities other than speech	8.4%	Down from 9.7%	8.5%	7.5%
Older than usual for grade	0.6%	Down from 0.8%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 30)</b>				
Teachers with advanced degrees	63.3%	Up from 50.0%	53.5%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.7%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	91.9%	Down from 94.5%	87.3%	87.3%
Teacher attendance rate	95.8%	Up from 91.5%	95.1%	94.9%
Average teacher salary	\$39,944	Up 0.5%	\$42,266	\$42,485
Prof. development days/teacher	23.5 days	Up from 21.8 days	13.3 days	13.3 days
<b>School</b>				
Principal's years at school	16.0	Up from 15.0	3.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	18.1 to 1	18.6 to 1
Prime instructional time	92.5%	Up from 87.5%	89.8%	89.7%
Dollars spent per pupil*	\$6,931	Up 10.9%	\$6,674	\$6,557
Percent of expenditures for teacher salaries*	63.5%	Down from 66.0%	63.9%	64.0%
Percent of expenditures for instruction*	68.8%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.7%	Up from 96.1%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Down from Excellent	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	4.0%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	4.6%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Once again, we saw many successes at our school. Parent attendance was up at all functions, which we feel is a positive for our students. We continued our initiative in the School Improvement Grant with the behavior and reading components. Our discipline referrals were considerably down from the previous year. We concentrated on the months that have had higher numbers of referrals during previous years and we successfully brought those numbers down. Everyone in our school is taught the RESPECT model with the procedures being used on a daily basis.

We continued PALS. We began a secondary reading program for struggling readers (SRA Mastery Plus), and most children experienced measurable success. Both our MAP and DIBELS scores showed improvement. Fluency levels continued to rise.

We made some changes in our night offerings and these were well attended. We had a girls-only and boys-only event. Many loved the idea and asked that we continue this practice.

All teachers and paraprofessionals at our school are Highly Qualified according to the NCLB standards. Once again, we met the Adequate Yearly Progress goals for the year.

The funding we received for a Science Coach has brought the greatest boost to our science program. We have learned, and will to continue to learn, how to teach cross-curriculum with science. Many of our students have found their niche in science. Children struggling in other areas are now excelling in science. We are looking forward to seeing our PACT science scores from the 2006 spring test.

We participated in a Science/Math calibration and were very pleased with our results. The areas of weakness were specific, and we now know how and what we need to do to improve.

We are a committed, passionate school when it comes to our students. Please continue your support of and belief in our school! Thank you for all that you do.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	33	61	41
Percent satisfied with learning environment	100.0%	95.0%	97.6%
Percent satisfied with social and physical environment	100.0%	95.1%	97.6%
Percent satisfied with school-home relations	84.8%	91.7%	100.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.